

Name: _____

All About School Groups

A school is a place where children go to learn and play. Every day, students move from the classroom to the cafeteria or out to the playground. These places are where they spend time with friends and meet new people.

At school, children often form groups. Some groups play games at recess. Others sit together at lunch or work on projects in class. These groups can be small or large, and people may change groups after a while. Sometimes, students may want to join a group because it looks like fun or because they want to feel like they belong.

It is good to be kind and include others. When everyone feels welcome, school is a great place to learn and play together.



Student Name: _____

Date: _____

All About School Groups

A school is a place where children go to learn and (11)
play. Every day, students move from the classroom (19)
to the cafeteria or out to the playground. These (28)
places are where they spend time with friends and (37)
meet new people. (40)

At school, children often form groups. Some groups (48)
play games at recess. Others sit together at lunch (57)
or work on projects in class. These groups can be (67)
small or large, and people may change groups after (76)
a while. Sometimes, students may want to join a (85)
group because it looks like fun or because they (94)
want to feel like they belong. (100)

It is good to be kind and include others. When (110)
everyone feels welcome, school is a great place to (119)
learn and play together. (123)

Comprehension Questions:

Literal Question:

Where do students go to play at school?

Answer:

The playground.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why might students want to join a group at school?

Answer:

To feel like they belong.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does the word 'belong' mean here?

Answer:

To feel included in a group.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL K Grade Level: 2 Word Count: 123

Total Words Read: _____

Errors: _____

WCPM: (total words read — errors = WCPM) _____

WCPM: Below grade level At grade level Above grade level

Prosody: 1 2 3 4

Comprehension: _____ / 3 correct

How to Administer the Fluency Passage Assessment

Assess Oral Reading Fluency

- Give the student a copy of the passage. **Set a timer or stopwatch for 1 minute.**
- Ask the student to begin reading. As the student reads aloud, assess prosody and mark errors and self-corrections on the evaluation copy using the following guides.
- **Stop the student when one minute has passed.** Take note of the last word the student read.
- Score the passage on the evaluation copy according to the **Scoring Guide**. Use the following chart to compare grade level norms for words correctly read per minute.

Marking Conventions	
Attempted Word = Substitution Error	✓ = Accurate Word Reading
Λ = Insertion Error	Attempted Word S/C = Self Correction
— = Omission Error	R = Repetition
— = Omission Error	R = Repetition
T = Intervention Error (telling student the word)	

Prosody Rubric	1	2	3	4
Expression and Volume	monotone or quiet	some expression	appropriate expression	varied, natural expression
Phrasing	word-by-word reading	some phrase groupings	generally smooth phrasing	natural, meaningful phrasing
Smoothness	frequent pauses, starts and stops	occasional breaks	mostly smooth reading	fluent and confident
Pace	too slow or too fast	uneven pace	generally appropriate pace	consistent, conversational pace

Grade Level Norms (WCPM) *							
Grade	Fall	Winter	Spring	Grade	Fall	Winter	Spring
First	0 - 10	10 - 50	30 - 90	Fourth	70 - 120	80 - 130	90 - 140
Second	30 - 80	50 - 100	70 - 130	Fifth	80 - 130	90 - 140	100 - 150
Third	50 - 110	70 - 120	80 - 140	Sixth	90 - 140	100 - 150	110 - 160

* Rasinski Words Correct Per Minute Target Rates

Fluency Builder: All About School Groups

Passage Details

Grade Level: 2

Reading Level: F&P GRL K

Word Count: 123

High-Frequency Words

after, change, good, move, play

Suggestions for Use

Increase Exposure to High-Frequency Words

- Before reading, introduce the list of high-frequency words in the passage.
- Find the words in the passage. Highlight or underline the words.

Illustrate and Label Extension Activity

- Have students draw and label items mentioned in the passage.

Link to Writing or Discussion

- Encourage knowledge transfer and personal connection by asking:
"Describe a group you are part of at school."
"How can you help someone feel welcome at school?"

Use for Repeated Readings

Day 1: Teacher reads aloud, then echo read

Day 2: Partner reading

Day 3: One-minute fluency timing and WCPM tracking

Day 4: Performance reading (with expression!)